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ABSTRACT

This slide presentation takes the educator through the step-by-step implementation of a reading program, RISE (Reading Initiative for Student Excellence), in a real school. The RISE program aims for balanced literacy for students, in response to the Reading Excellence Act (REA) of 1998. The presentation outlines the steps to balanced literacy, taking into account: (1) Reading Excellence Act; (2) Background of My School; (2) Role of Assessment; (3) Reading Program--Time, Team, Text, Tasks, Talk; (4) Role of Interventions; and (5) Readings to Start. (NKA)

Balanced Literacy: Making it work in a real school

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Preview

1. Reading Excellence Act
2. Background of my school
2. Role of assessment
3. Reading Program:
Time, Team, Text, Tasks, Talk
4. Role of interventions
5. Readings to start

Reading Excellence Act

Phonemic

Awareness

**Systematic
Phonics**

Reading Program

Fluency

Comprehension

Vocabulary &

Knowledge

Understanding the Setting

State Level

Prescriptive Curriculum

High stakes testing, beginning in third
grade

More Setting

District Level

Building-level choice

Per pupil expenditure (\$8900)

Commitment to low class size (18)
(even before Class Size Reduction Act)

More Setting

Building Level

Instructional focus on reading
achievement

Principal with reading endorsement

Instructional Coordinator

Families and Children

325 students

66% free or reduced lunch

73% African American

60% from single parent families

Y

4

1

4

2

4 (1/2 time)

O

4

O

More Instructional Staff

Specialists

3 Reading

1 Gifted Education

Special Education 2 LD

1 LD Resource

Specials

PE, Music, Art

Library

1 Librarian

1 Assistant

Support Staff

Counselor

1

Book Buddies Coordinators

2

Adult Educators

2

Nurse

1/2

The Problem

Teachers committed to teaching
reading at instructional level

Huge range of instructional levels by
grade level

Tension between regular and special
education

The Solution: RISE

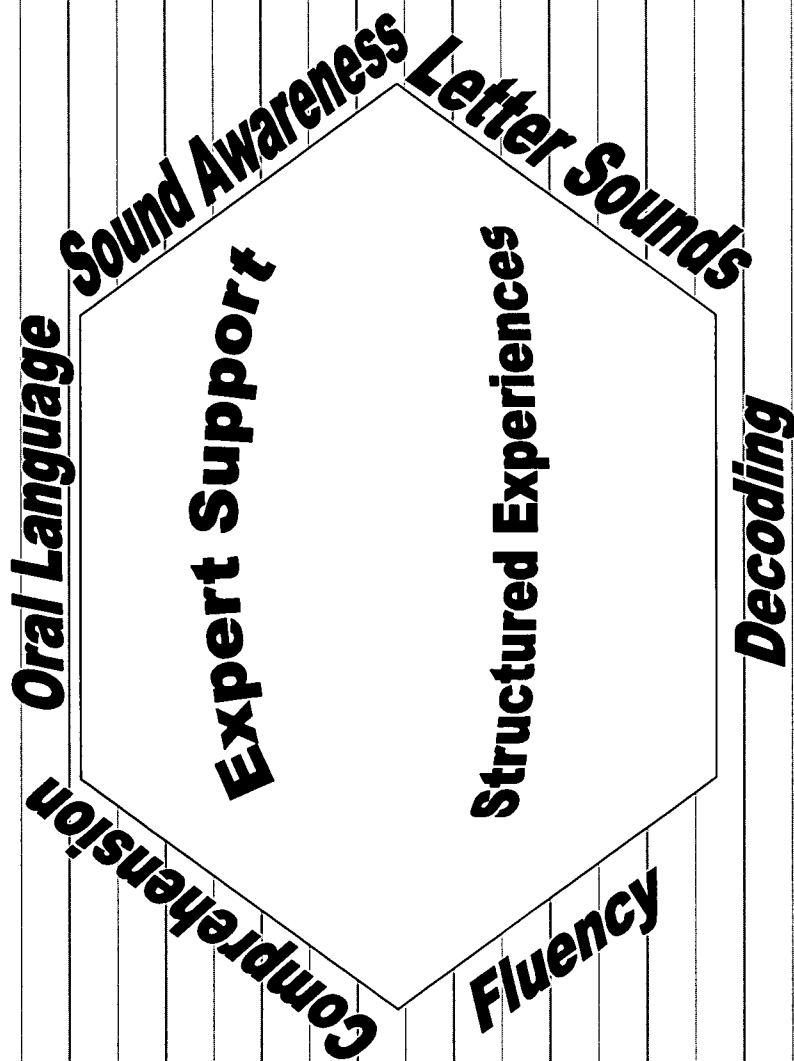
Reading

Initiative for

Student

Excellence

Program Philosophy



Assessments

K/1: PALS, PPVT, Ganske DSI, Reading Inventories

2/4: QRI-II, Ganske DSI

State Level: 3rd grade SOL test,
4th grade Stanford 9

Motivation

Internal: Provide tasks and experiences that are just right (assess and instruct)

External: Let them show off and let it pay off

timed readings

library program

reading logs

Time

Kindergarten: Parallel block scheduling

First grade: Traditional reading groups

2nd, 3rd, 4th grade: Joplin-Plan
regrouping to form 11 homogeneous
groups for 90 minutes

K/1 Team

Classroom teachers and instructional
assistants keeping group size low

Flexible grouping by ability

2/4 Team

11 teams of 2 adults

2nd, 3rd, 4th grade teachers (10)

Special Ed teachers (3)

Reading Specialists (3)

Instructional Assistants (5)

Gifted specialist (1)

Total Adults 22

Texts

K-4: stories and information books for
teacher read-aloud

K: predictable, decodable

1: decodable, controlled vocab, basals

2-4: controlled vocab, chapter books,
basals, novels, information books

K-4 Tasks

1. Vocabulary Building

Semantic Feature Analysis

Super Sentences

2. Word Study

Synthetic phonics and then

Analogy-based strategies

3. Comprehension

Strategies instruction

Kindergarten Tasks

Sound Success program for developing
phonemic awareness and letter sounds

Read alouds of information books for
developing vocabulary and concept
knowledge

First Grade Tasks

Learning letter sounds

Systematic Phonics: Explode the Code

Using letter sounds to decode and spell

Rereading to develop fluency

2/4 Tasks

Pre Text Structure

Reading Instruction

Previewing

Prior knowledge discussions

During Questioning the Author

Reading Reciprocal Teaching

Think alouds

Q/A Relationships

After Retellings, Summaries,

Reading Reading Guides

A Typical RISE Lesson

1. Students enter room, and get their RISE baskets, with independent level books and read silently for 10 minutes

A Typical RISE Lesson

2. Students break into two groups, each led by an adult, and plan two super sentences

Typical RISE Lesson, Cont.

3. The RISE teacher previews a new book

4. Students alternate silent reading and group discussions about this new instructional text for 45 minutes.

Typical RISE Lesson

5. RISE class reforms as one group. Students reread the day's text, and work individually on a comprehension activity in writing. Students also work on a word study activity. Teachers provide individual help, and ask children to read orally.

Talk

Teachers' talk, K-4, involves modeling
and direct instruction in decoding, in
understanding word meanings, and in
comprehension

Interventions

K: Phonological Awareness

1: Title 1 plus Book Buddies

2: Title 1

3: After School Reading, Writing,
Math

4: After School Reading Group

Families Learning Together

Collaboration Model

Retooling our content area lessons

Emphasis on vocabulary and concept
building

Use of vocabulary and comprehension
strategies from the reading program

Staff Development

District-sponsored graduate work

Staff meetings each month

Whole staff

K/1 team

2/4 team

Faculty meetings

RISE team meetings

New Directions

Streamlining our assessments

Focusing on informational texts

Increasing literacy time in kindergarten

Increasing reading rate

Building vocabulary more systematically

Teaching reading comprehension

Challenges

Student Mobility

Preschool experiences

Supporting families

Johnson School and Reading Excellence

✓+ Phonemic Awareness

✓+ Systematic Phonics

✓ Fluency

✓ Vocabulary and Knowledge

✓- Comprehension

✓+ Motivation

Readings to Start

Reading Expert

Preventing Reading Difficulties in
Young Children (Snow et al., 1998)

Reading Team

Reading Instruction that Works
(Pressley, 1998)

The Reading Teacher (IRA)

CIERA web site (www.ciera.org)

Classroom Teachers

Every Child a Reader (www.ciera.org)

Articles from The Reading Teacher

Observational Research

Visits to other teachers, schools



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